

What are British Values?

The fundamental British Values are:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect and tolerance of those with different faiths and beliefs.

At Jessie Younghusband School, we actively promote and teach pupils about British Values as part of our spiritual, moral, social and cultural development provision (SMSC).

The following pages give a summary of how the different British values are promoted through learning and teaching at JYS.



Democracy

At JYS, our school values of **Aspire ~ Respect ~ Enjoy** are at the heart of all that we do. We promote high standards of personal behaviour and a positive, caring attitude towards other people and our school community as a whole. Pupils are always listened to by adults and are taught to actively listen to each other, respecting the right of every individual to have their opinions and voice heard. We encourage pupils to take ownership of their own learning and progress. This encourages independence, together with personal and social responsibility.



How Democracy is promoted at JYS

- Whole school assemblies have a particular focus on democracy at election times.
- School Council – representatives for all year groups are elected by KS2 classes through a democratic process of voting. Links are made to the British value of democracy at national level and, as in a political election, candidates present their 'manifesto' in order to persuade voters. At School Council meetings, pupils are responsible for leading and taking minutes.
- The School Council are involved in developing the school's Behaviour Policy and Code of Conduct, as well as the Anti-Bullying Policy.
- In each class the children work together to agree their class rules for the year.
- Eco Team – representatives from Y2 – Y6 become members on a termly basis and they meet weekly to discuss and plan actions. The children are actively involved in decision making about the projects that they want to do and often hold votes to decide future actions and how fundraising monies should be spent.
- Pupils are involved in the interview process for new members of staff.
- Pupil surveys are often conducted, in order to gain the children's views and opinions on a range of topics (e.g. sustainable transport options, learning and teaching in maths, Fairtrade awareness).
- Wherever possible, teachers take into account children's interests when planning lessons across the curriculum.



- In Y3 and Y6 the meaning of democracy is explored in depth during the Ancient Greek and WWII topics respectively.
- As part of the PSHE curriculum, children learn about the work of Parliament.
- Children are given frequent opportunities to make decisions together with others (e.g. when working on collaborative tasks such as art and DT projects, when choosing what to include in a class assembly or when voting on a story for class story time).
- Recently, all children across the school were given the opportunity to suggest a name for our school rabbit, with the most popular suggestions being put together to give the final name of 'Oreo Peter McNibbles'!



The Rule of Law

The importance of rules is consistently reinforced throughout the school day. Pupils are taught the value of, and reasons behind, rules which are there to protect us; they learn about the responsibility that we have to follow rules and the consequences that happen when rules are broken. Pupils' understanding of rules within the school environment is linked to the importance of laws at a national level.

How the Rule of Law is promoted at JYS

- Through the School Council, pupils have been involved in the process of creating our 'School Code of Conduct' and our 'Playtime Code of Conduct'.
- At the beginning of each year, all pupils are given the responsibility for suggesting and agreeing their class rules with their teacher. They also discuss rules around the school. Why do we have and need rules? This work links with rules and laws outside school.
- Whole school assemblies are used to teach the children about the rule of law and to reinforce behaviour expectations at school.



- Consistent behaviour systems give clear visual reminders to help children understand the consequences of not following rules –K&S1 4-step behaviour chart; K&S2 'Good to be Green'.
- Good behaviour is recognised with stickers, Golden Tickets, Star of the Week awards, Headteacher and Deputy Headteacher stickers.
- Visits from the Police and Fire Service enrich the children's learning about the importance of rules and laws.
- The RE curriculum includes learning about rules and laws in different faiths and how these are observed.



Individual Liberty

We promote freedom of choice and the right to respectfully express views and beliefs.

Within our school, pupils are encouraged to express their opinions, ask questions, make choices and tackle challenges, knowing that they are in a safe and supportive environment. We encourage pupils to know, understand and exercise their rights and personal freedoms.

How Individual Liberty is promoted at JYS

- Children have the opportunity to self-differentiate their learning activities and to make choices about the content, viewpoint and presentation of their work.
- Pupils have the opportunity to offer suggestions and share their views about school issues through their School Council and Eco Team representatives.
- Outdoor Learning and Forest Schools sessions allow the children opportunities to develop new skills that require them to make safe choices outside the classroom.



- In PSHE, questioning and discussions help the children to explore their opinions about issues and events.
- Year 5 Camp and Year 6's 'outdoor and adventurous' residential trip to Bowles offer opportunities for challenge and choice.
- A range of clubs – musical, sporting and artistic - are available for the children to participate in at school.
- Privilege Time on a Friday allows children to choose activities and follow their interests.
- Class assemblies each term are often pupil-led.
- Events such as 'Jessie's Got Talent' encourage children of all ages to share their talents and passions with the wider school community.



Mutual Respect and Tolerance of those with different faiths and beliefs

Pupils are taught to understand, respect and celebrate the diversity of faiths and cultures and to show tolerance towards different religious, ethnic and socio-economic groups within local, national and global communities.

How Mutual Respect and Tolerance are promoted at JYS

- Whole school assemblies in which cultural and religious festivals are celebrated, including visitors from different faith groups and different countries (e.g. Swanfield Chapel, visiting teachers from Spain and South Korea).



- RE curriculum – learning about and celebrating different faiths (Christianity, Judaism, Hinduism, Islam).
- The PSHE curriculum encourages reflection and discussion through stories and sharing of experiences.
- The SRE units value difference and family.
- History curriculum – learning about different historical cultures and faiths (e.g. the Mayans, Romans and Greeks). Opportunities to learn about the consequences of prejudice and intolerance and the lessons to be learned from this (Y6 WWII topic – Anne Frank).
- Geography curriculum and special projects - learning about life in different parts of the world (e.g. Commonwealth country case studies as part of our Rio Olympics celebrations, Fairtrade work).
- Discussion and debate about current news topics (especially in upper KS2).
- Charity fundraising days and events, including Comic Relief, Sport Relief and Children in Need.
- Enterprise activities and annual Harvest Sale.
- Collaboration projects with children from St Anthony's special school (e.g. Pallant House Gallery art project, sports events).

Updated April 2017

